



DIVISION OF HUMANITIES

Syllabus for Freshman English 111

Applicable Semester: _____

Instructor: _____

Office Number _____

Conference Hours _____

Phone Number _____

University Mission Statement

Southern University at Shreveport Louisiana (SUSLA), an autonomous unit of the Southern University A & M System, seeks to provide quality education for its students, while being committed to the total community. This institution awards certificates and associate degrees, prepares students for careers in technical and occupational fields, and offers courses and programs that are transferable to other colleges and universities. Dedicated to excellence in instruction and community service, this open enrolment institution promotes cultural diversity, provides developmental and continuing education, and seeks partnerships with business and industry. The University intends that all individuals should have the opportunity to receive educational experiences and related services, which are compatible with their varied interests, academic abilities, achievements, family backgrounds, motivations, needs, and goals.

TEXTBOOKS: Kirsznier, Laurie G. and Stephen R. Mandell. Patterns for College Writing.

11th ed. New York: Bedford/St. Martin, 2010.

Glenn, Cheryl and Loretta Gray. The Writer's Harbrace Handbook. 4th ed.

Forth Worth: Thomson and Wadsworth, 2010.

To Be Announced by the Teacher: One Novel or Play to be used as a primary source for a literary paper.

CATALOG DESCRIPTION

Credit 3 hours

English 111 is an advanced writing course, which emphasizes analysis, synthesis and evaluation through argumentation and library research writing. Research projects will be assigned.

PREREQUISITE: English 110

COURSE OBJECTIVES

The objectives of this course are in accordance with the Mission of the University and reflective of the principles of effective writing.

1. Upon completion of the course, students will write research papers that conform to the MLA and APA documentation styles, which will be judged by a grade of "C" or above and evaluated by the minimal stylistic standards.
2. Upon completion of the course, students will plan and write essays using inductive and deductive reasoning with 70% accuracy using Harbrace as a guide and evaluated by the minimal stylistic standards.
3. Upon completion of the course, students will have a working knowledge of library resources and will use these sources in developing the research paper with at least 70% accuracy.

SOUTHERN UNIVERSITY AT SHREVEPORT-STUDENT LEARNING OUTCOMES (SLOs):

A graduate from Southern University at Shreveport (SUSLA) should be proficient in:

1. Written and Oral Communication
2. Critical Thinking and Quantitative Reasoning
3. Technology Competency
4. Research and Information Literacy
5. Professional Deportment

The SLOs of SUSLA will be addressed in the following course SLOs and are linked as indicated in parentheses:

COURSE STUDENT LEARNING OUTCOMES

The Student Learning Outcomes of Freshman English 111 are in accordance with the Mission of the University and reflective of the rhetorical principles of effective writing.

1. Upon completion of this class the student will be able to demonstrate proficiency in rhetorical principles to compose an argumentative essay. (SLO Competencies 1,2)
2. Upon completion of this class the student will be able to utilize library information technology to locate primary and secondary sources of information. (SLO Competencies 2, 3, 4)
3. Upon completion of this class this class the student will be able to incorporate credible primary and secondary sources of information into an academic essay in the official MLA and APA documentation formats. (SLO Competencies 1,2,3,4)

4. Upon completion of this class the student will be able to present an oral analysis of a primary work. (SLO Competencies 1, 2, 3, 4, 5)

METHODS OF INSTRUCTIONS

Lecture, discussion, computer-aided instruction, audio and visual aids, group activities, class and individual essay analysis, preparatory library-research exercises, optional in-class oral presentations related to research topics, intensive exploration of library facilities, and resource materials.

REQUIREMENTS

1. A minimum of three research papers
2. Examinations and quizzes
3. Textbooks
4. Regular and punctual class attendance
5. Conferences with Instructors

UNITS OF STUDY

Unit I. Argumentation

Unit II. Bibliography and Research Methods

- A. Choosing a Topic and Thesis
- B. Writing the Outline
- C. Writing the bibliography
- D. Using Parenthetical Documentation
- E. Note-taking
- F. Using Quotations-Direct and Indirect
- G. Selecting References
- H. Writing the Research rough drafts
- I. Editing-Preparing the final paper

Unit III. Writing the Research Paper

- A. The Term Paper (or Major Research Paper)
- B. The Literary or Critical Paper (using a Primary Source, to be assigned)
- C. The Literary or Critical Paper (using both Primary and Secondary Sources, topic to be assigned)

GRADING/ASSESSMENT

Grades will be determined on the basis of class participation, exercises, quizzes, essays, the mid-term, final examinations, the required essays, and the research papers. Grades on exercises, quizzes, and exams are determined as follows: 90-100, A; 80-89, B; 70-79, C; 60-69, D; 0-59, F.

Each essay may be evaluated with a split grade--for example, B/D. The top grade refers to organization and content; the bottom grade refers to grammar and mechanics. Any paper with a grade of "C" may be re-written; with "D" or "F" the paper must be re-written.

Each research paper will be assessed on the basis of its (1) OUTLINE, (2) PARENTHETICAL CITATIONS, (3) BIBLIOGRAPHY, (4) ORGANIZATION, (5) CONTENT and LENGTH, and (6) GRAMMAR and MECHANICS. Any part of the research paper with a grade of "D", "F" or "I" must be re-written until it is of acceptable quality.

MINIMAL STYLISTIC STANDARDS

Evaluations on essays are determined by these minimal stylistic standards:

GRADE ASSIGNED	MAJOR FEATURES OF ESSAYS
A	Clear thesis. Adequate, attractively presented supporting details. Paragraphs well organized. Smooth transitions. Concise diction. Originality.
B	Clear thesis. Adequate supporting details. Good organization. Satisfactory transitions. Diction above average.
C	Adequate clarity of thesis. Some supporting details. Adequate paragraph development and some transition techniques. Average diction.
D	Thesis vague, unsupported, or disorganized. Weak paragraph structure. Lack of transitions. Awkward diction. Triteness.
F	No clear thesis. Lack of supporting details. No paragraph development. Awkward sentence structures. Lack of organization or attention to assigned topic.

ABSENTEEISM AND TARDY POLICY

Students are expected to attend classes regularly and punctually. If a student is, absent for whatever reason, he or she is responsible for confirming the arrangements with his or her professor to make up work missed as soon as possible upon returning to class but no later than five (5) school days. Three unexcused absences may result in a failing grade. Three tardies may constitute one absence.

ACADEMIC HONESTY POLICY

Students are expected to complete their own work. Therefore, students will give credit when they use other people's ideas or anyone else's work. Intentional or unintentional plagiarism is a form of cheating that involves presenting as one's own, the ideas or work of another makes one vulnerable to academic misconduct charges which can result in failing

an assignment, failing the course, and/or expulsion from the University. This university, to insure due process on cases of cheating or plagiarism, has established procedures. A copy of these procedures may be found in the SUSLA Catalog.

AMERICAN WITH DISABILITIES ACT STATEMENT

Students with documented disabilities are entitled to reasonable accommodations. If you are a student who is disabled as defined under the American with Disabilities Act and requires assistance or support services, please seek assistance through Student Support Services- Counseling Center (located in the Fine Arts Building) and a Counselor will coordinate these services.

BLACKBOARD INSTRUCTIONS

Blackboard is a "course management system" (CMS). Specifically, Blackboard is a software program installed on SUSLA's web server that helps instructors put courses--or course materials--online. Blackboard also provides tools that enable instructors to communicate with students, have online class discussions, create online quizzes, and manage grades. You are enrolled as a student in this course, so you will have a chance to see what Blackboard looks like as a student and gain experience using Blackboard's features. You access Blackboard system by typing in the WEB site of the university www.susla.edu; click on the icon **Blackboard** and type in your user identification and password (see the technical support at 670-6490).